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Do Principals Work?

APR 15 1930

Journal of EDUCATION

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JOURNAL *of* EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

America-Minded South

LEADERSHIP in the South is not easily appreciated in the rest of the country. The editor of the Journal of Education for forty-four years has been trying to prepare the rest of America for the creation of an America-minded South.

When North Carolina deposed Ohio from fifth place in amount of Federal taxes in 1926, it was regarded as accidental. When in 1927 North Carolina threw Michigan out of fourth place there was an attempt to excuse it because the industry in Michigan was local. In 1928, when North Carolina sidetracked Illinois, and took third place in Federal taxes, the North was appalled. Last year when North Carolina surpassed Pennsylvania and ranked in amount paid in Federal taxes there were all sorts of excuses offered by Northern industrialists, but when in 1930 Illinois University, second of the important State Universities of the country, went to North Carolina for its university president no one knew what to say. Silence was golden.

We suggest that America prepare itself for all sorts of thrills, for the America-minded South has scarcely begun demonstrating its creative energy.

Re-election of Dr. Burke

DR. JEREMIAH E. BURKE is re-elected superintendent of Boston for another term of six years. He has a record of high achievement in modern education with no trace of sensationalism.

He is broad-minded, noble-spirited, and devoted to every detail of his work. He is a skillful leader of principals and teachers. The entire force is ardently devoted to the best interest of the 120,000 children in the system.

A woman teacher in Kansas attempted to punish a boy of fifteen, but he punished her so severely that she is suing him for $9,000 damages.

John Dewey Will Retire

DR. JOHN DEWEY, after a quarter of a century on the faculty of Teachers College, gives notice that he will retire at the close of this academic year. He has had two elaborate celebrations recently, one on the completion of twenty-five years on the faculty, and one on the celebration of his seventieth birthday.

No one else now living attracted as much scholastic attention in the nineteenth century as did Dr. Dewey, whose "Psychology" stirred the younger schoolmen when he was twenty-six years of age. Seven of his most captivating books were written in the fourteen years after he began to publish. "How to Think" has probably challenged the attention of traditionalists more than any of his earlier books.

Dr. Dewey will continue in touch with Columbia as professor-emeritus, but he will undoubtedly continue to think keenly and write abundantly.

There is no one in the school world of America, or anywhere else, who has the same rank as a leader of education that Dr. John Dewey has.

Ten Years in Connecticut

ALBERT B. MEREDITH, State Commissioner of Education in Connecticut for ten years, who will become Dean of School Administration, New York University School of Education, has rendered Connecticut, New England, the United States, and civilization noble service.

His leadership has been recognized everywhere, and there has been no administrative position for which he was not considered every way qualified, and he has completed his work in Connecticut without once being even a possible candidate.

The list of achievements in improvement and perfection of detail in modernizing the schools of Connecticut would be so numerous as to appear ridiculous. They have involved every function in education in the state. There is literally nothing from pre-school service to adult education in Connecticut that has not benefited by his wisdom and devotion.

Above and beyond all else to my thinking, has been the *creation* of welfare achievement which will reach every village and family in the state.

His ten years in Connecticut have been the only decade in which there has been a spirit of creation in America education, and nowhere has any state creation in education been more specific, more original, more satisfactory than that in which Yale University and the State Department have created a study of character conditions, and created a universal remedy of all neglect.

No university will have a better equipped man for any position than Dr. Albert B. Meredith will be for his service in the School of Education of New York University.

Butterfield to Connecticut

CONNECTICUT has done the right thing at the right time by electing E. W. Butterfield of New Hampshire to succeed Albert B. Meredith as state commissioner. This makes certain that the high attainment of Dr. Meredith will be maintained.

It is a notable tribute to Northern New England that Massachusetts, Rhode Island and Connecticut have taken their leaders from state superintendencies in Maine, Vermont, and New Hampshire.

In addition to high administrative efficiency Dr. Butterfield is one of the most brilliant platform men of the country. He always has an important message, and it has direct aim and literary finish.

Surplus Teachers

DR. W. W. CHARTERS, State University of Ohio, says: "We should hang our heads for shame if we graduate students who have qualified as teachers but for whom there are no positions." He hangs his head in shame because his university in 1929 graduated seventy-five more than could be placed in the territory the university serves.

Dr. Charters had in mind the selection of students who are sure to be good teachers, which, of course, is of prime importance, but by no possibility could any one know within seventy-five the number of newly prepared teachers that the State of Ohio would need in 1929. By no possibility could any one know within seventy-five how many of the desired trained teachers needed in Ohio would be taken from the State University of Ohio at Columbus. There are several institutions in Ohio that are training prepared teachers, and there are several institutions with famous preparatory departments in states that border on Ohio. There is no law limiting the range of institutions whose degrees can be accepted in Ohio.

The surplus of prepared teachers is a serious problem, and is likely to be more serious from this time onward, but it will never be solved by any one remedy.

New York City realty assessments rose a billion dollars in one year.

Prison Education

VIERLING KERSEY, state superintendent of California, is planning credit-earning education for the state prisons of California. He plans the development of a proper mental attitude in prison convicts. He thinks education holds the key to their social readjustment and success when they leave the prison.

Moore—Meader—Day

THERE is nothing more significant in academic circles than the prominence in education of the presidents of Skidmore College, Saratoga; Union College, Schenectady, and Russell Sage College of Troy.

Henry T. Moore's article in Scribner's Magazine for March gives him rank with the seniors in university leadership. Frank P. Day has given Union College a highly respectable place in academic counsels, and James Lawrence Meader of Russell Sage College has made the newest college every way worthy the honored name it bears. We can think of no other young man who has gone from the principalship of a State Normal School to a college presidency with as notable scholastic reputation as he has earned.

Professor Bragg

BOSTON UNIVERSITY is supremely wise in receiving to the faculty of the School of Education Mabel C. Bragg.

There is no woman on the faculty of any University School of Education who has demonstrated greater ability in education than Mabel Bragg has demonstrated in many ways in this decade.

All of her writing has been in the class of the best writing of women in Schools of Education and University Teachers Colleges.

Her thinking has been creative instead of imitative. No woman has a more distinct and important personality in leadership in education than has Mabel Bragg.

She is the only woman in University education who has been in constant service with teachers in action in the most wonderful decade in American education.

She modestly insists that much credit belongs to her associates. That is her noblest achievement. She has never failed to do team work. She has never irritated any associate. She has never insisted upon receiving credit for anything she has ever done anywhere.

No one has demonstrated greater capacity for intensive work in a greater variety of activities, and she has never strained her mental or physical system.

County Supervisor in California

DR. SUSAN M. DORSEY, chairman of the California State Education Commission, is heroically exposing some conditions in the state which are quite unexpected.

There are counties that pay the county superintendent only $300.

There is no legal requirement for a county superintendent. Mrs. Dorsey says the office is a "political pawn." Any citizen, "free, white, and twenty-six years of age" can hold the office of superintendent provided he can get enough people to vote for him. She asks: "Hasn't the time come to elevate and professionalize the position? Are we going to sit around for another one hundred years leaving that important position as a political pawn?" She insists that the county superintendent should be required to have a teacher's certificate on some educational qualification.

Mrs. Dorsey says there are school trustees in counties in California who cannot write their name, who have to "make their mark." They should be sent to Louisiana or Georgia, where tens of thousands such persons have learned to write within six months.

McClure Will Succeed Cole

WORTH McCLURE has been elected to succeed Thomas R. Cole when Dr. Cole assumes his duties at the State University. Every effort was made to induce Dr. Cole to accept reelection as superintendent of Seattle, but the University attraction was irresistible.

Dr. McClure won National professional recognition as a school principal in Seattle, and as deputy city superintendent he demonstrated high executive ability.

For the past two years he has been head of the School of Administration of the State Teachers College of Buffalo with President H. W. Rockwell and his academic and professional ability were recognized from the first. His return to Seattle as the head of the school system makes it entirely sure that the high standard established by Dr. Frank B. Cooper and Dr. Thomas R. Cole will be maintained.

Bust of Horace Mann

THE Horace Mann League has assumed responsibility for raising fifteen hundred dollars, one half the cost of a bust of Horace Mann for the Hall of Fame, New York University, New York. He was one of the first famous Americans to be elected to the Hall of Fame.

The significance of this occasion is the fact that this amount will be contributed by appreciative individuals, by Teachers Colleges and other institutions.

Pledges should be made at once to Dr. Carroll G. Pearse, 315 Ludington avenue, Milwaukee, Wisconsin, and checks made out to the Horace Mann Bust Fund not later than April 10.

Each donor will receive public acknowledgment and to each will be sent a full statement of funds received and expended. If contributions should exceed the sum required, any excess will be returned, pro rata, to the contributors.

Belding's Page

PRACTICE TEACHING

THE supply of teachers must be constantly replenished with "fresh, young things" who are full of enthusiasm, but lacking in experience.

How shall that experience be gained?

Usually the new teacher tries out in some small community at a distance from home. The home town prefers not to take the risk of hiring a resident who may not make good and yet may have to be retained for personal or political reasons.

How fine it would be in teaching as in a lot of other matters if the first year could be omitted!

Practice teaching under supervision is, of course, an effort to reduce the casualties of that first year. But where shall the practice teaching be done?

Most normal schools are fortunate in having an arrangement with the local school system, or a school of their own, in which pedagogic fledglings may try their wings under expert guidance. But evidently the number of such opportunities is unequal to the demand. Students in the educational departments of colleges, for example, are knocking at the doors of public schools for permission to do their practice teaching.

Where this permission is given, parents, taxpayers and the regularly employed teachers have an excellent right to object, and many of them do. Why should Tommy and Alice waste their time under the tutelage of a green student-teacher, when the town hires an infinitely more efficient teacher to do this work—a teacher who, for the time being, sits in the back of the room and watches her classes muddling along under incompetent direction. The really wise teacher will insist upon continuing to do the teaching, allowing the student-teacher to observe but not to teach.

Principals of public schools are forever being asked to co-operate with this, that or the other "worthy enterprise." Any such enterprise that threatens to disrupt the main business of the school or any part of it for a week or even a day needs to be scrutinized with suspicious eyes. Most schools have enough troubles of their own without importing any from the outside.

ABSENTEE "A"-ISM

COLLEGE deans have their perplexities. In one college, for example, a junior named Bret Warner is an exception to all rules. Bret has a sort of super-mind. It is a bit uncanny.

Finding the lectures in a certain course a good deal of a bore, Bret took full advantage of the wide latitude allowed to "A" students, and consistently absented himself from that particular class for a month. Then he heard from the dean.

"Do you realize," asked that official, "that your habit of non-attendance at this class has been taken up by the administrative committee?"

"I did not know it, sir."

"Have you any explanation to offer?"

"Only that I get nothing out of the professor. All he does is to read from the book, and tell us what to underline and study. I can do that for myself."

The dean feigned surprise, and remarked: "As long as we have professors here to conduct classes, we must have students to attend those classes, you know."

Bret was not wholly convinced by this reasoning. But when the administrative committee definitely informed him that his cuts were all used up, he returned to the class and attended with scrupulous fidelity, for the brief fortnight that followed. Then came a written test on the work of the course. Bret scored 99.5!

Now what would you do in a case like that—assuming you couldn't do what you wanted to do by firing the professor?

HOW MANY ILLITERATES?

ONE of the most interesting facts, from an educational viewpoint, which will be disclosed by the federal census now in progress, is the item about illiteracy.

What improvement, if any, is to be noted in this respect over the situation that existed in 1920?

In that year there were 4,931,905 persons, ten years of age or older, who could not read or write in any language—"sheer illiterates," as they are technically called. That was 6.1 per cent. of the population of those ages, and represented a reduction from 7.7 per cent. ten years earlier.

What will the new census show? No one is foolish enough to expect that it will show illiteracy reduced to anything like the vanishing point.

And the nation as a whole appears not to be deeply concerned about it. There is no widespread or concerted effort to compel or even to coax the ignorant adult to acquire the resources for gathering knowledge or for making intelligent notations on paper.

Japan, for example, has not been at work many years upon its task of educating the masses. Yet Japan has brought the illiteracy rate down to 1 per cent. Germany has only three-tenths of 1 per cent. And we have—perhaps—5 per cent.

The challenge to America to rid itself of this disgraceful condition requires an answer.

Anson W. Belding

Associate Editor.

Do Principals Work?

By JAMES NEWELL EMERY

Principal, Pawtucket, R. I.

PRELUDE. Just what does a school principal do? The popular conception of the principal is a stern-faced individual who marches around with a heavy strap and flogs unruly boys for minor infractions of discipline, or an incumbent of a "lazy man's job," who drops into a schoolroom when he feels like it, exchanges gossip with the schoolma'am in charge of the room, and listens to the teacher conduct a recitation or two. Even superintendents of schools sometimes query: "Just what do you fellows do out in your buildings, anyway?" Just how does the elementary school principal who doesn't teach occupy his time?

Seven a.m. Telephone rings. Leaves shaking down the furnace to answer call. Is informed that this is Mrs. Sheehan, and that Rosie Sheehan has a bad cold, and will he tell Miss McCarty that Rosie won't be in school today? Assures Mrs. Sheehan that he will deliver the message.

Answers four telephone calls between seven-thirty and eight to inquire if there will be any school today if it rains as hard as it is now. Informs inquirers that the sounding of the no-school signal is in the discretion of the superintendent, and that he has no means of knowing what the superintendent will decide this morning.

The no-school signal doesn't ring.

Reaches the school building. Seven new pupils are waiting to be assigned to rooms. Examines six different types of transfer cards, and makes note that three of the new pupils must secure their vaccination certificates.

Disposes of the seven new pupils. Meets a delegation from the Jones family consisting of Mrs. Jones, her sister, and a grandmother, who feel very much hurt because Herbert Jones received only a G mark on his last quarterly report. Herbert never had less than an E in Miss Robinson's room, and the Smith boy who lived next door got an E when everybody knows that he didn't work half as hard as Herbert. Explains that the marking of pupils is a matter best left to the teacher's judgment, with which he hardly feels like interfering, except in cases of gross injustice. Jones delegation depart, unconvinced, and only slightly mollified.

Miss Marks reports that Edward Burke has torn up his report card in front of the class, and will not take it home. Also that Edward has played truant six successive afternoons. Calls Edward in and lectures him.

Janitor reports that four panes of glass have been broken in the corridor. Starts investigation, makes out report for office, sends out notes to parents to collect for the damages.

Michael Peloski is reported as having left his speller and geography out in the rain. Michael shrugs his shoulders when told he will have to pay for the damaged books.

Monthly reports of attendance, reports on progress of studies, service card for teachers, due today at superintendent's office. Distributes requisite blanks.

Overgrown bully in eighth grade is reported as having taken away a history from smaller boy in another grade, and kicked it round a mud-puddle. Boy brazenly denies it when confronted by evidence.

Complaint comes in from Room 15 that the temperature hasn't been above 62 degrees all the morning.

Complaint from No. 7 that the room is 82 degrees, even with the windows open, and that the teacher can't get it cool enough.

Complaint from the engineer that the teachers who shut off radiators and open up windows throw his entire heating and ventilating system out of adjustment, and will the principal please send around a notice asking teachers to let the radiators alone and not to open the windows.

Librarian sends down word that there are sixty-four overdue books from the school library, and that she can't get them in, and will the principal please do something about it?

Telephone call from the president of the Parent-Teacher Association. It is to meet tomorrow afternoon, and will the principal please say a few words at the meeting, as the speaker has disappointed them? Also, they plan to have an entertainment next week, and would it be too much trouble to distribute tickets on sale through the rooms? Also could the pupils contribute several entertainment numbers? Also could he find a girl to take care of the children while the meeting tomorrow is going on?

Teacher brings in a child from No. 5, suspecting that she is coming out with either scarlet fever or measles, or some sort of rash. Shall the teacher send her home?

Signs three transfers. Makes out requisition for extra plan-books and phonic cards. Approves requests for visiting day. Disapproves requests for two early dismissals in order that the children may attend a party.

Receives indignant note from parent that the school dentist won't pull child's aching tooth. Why shouldn't Mrs. Smith have the same service that other families are getting? Goes up to dental clinic, and finds that dentist wishes to save six-year molar. Also, that the child hadn't cleaned his teeth for a month. Goes back to office and tries to compose note which will be tactful enough not to make a lasting enemy of Mrs. Smith.

Delegation of boys report that somebody has been "crooking" valve caps from the bicycles in the basement and deflating the tires.

Request from Room 16 for permission to take up collection for flowers for child whose father has just died. Explains that school committee has ruled against collections of this kind in the schools. Has difficulty in convincing the teacher that this is not a parallel case to that of the little girl in number 5 who was run over and killed by an automobile two weeks ago.

The rain is holding up. Tries to decide whether it is better to hold indoor recess or let the pupils go out.

Teacher on recess duty brings in Michael Carrigan, who has been caught smoking cigarettes behind the building, surrounded by an admiring crowd.

Parent who doesn't believe in vaccination calls to air his views. Explains that this is required by the state law, and that the principal has no discretion.

Telephone call from the superintendent's office. Superintendent notices from the last reports that there are fifty-seven pupils in one of the first grades. Wants to know if it wouldn't be possible to transfer enough of them to an adjoining school to relieve the congestion. Looks over the fifty-seven names and addresses on the teacher's register. Finds that every possible transferee comes to the building with an older brother or sister. Explains the situation to the superintendent.

Motorman from the trolley car comes in to complain that boys who attend this school climb on behind his car and pull off the trolley.

Parent calls up to complain that boys who attend this school plug mud at his windows after dark. and three times have taken milk bottles from his doorstep in the early morning. Tries to convince parent that the function of the school is not to police the neighborhood.

Goes down to the boiler room to ask the janitor to clean up a lot of paper and leaves in the light wells and the area. Also how often he sweeps down the side stairs. Rolls of lint have been there all of a week.

Complaint of obscene writing in the girls' toilet. Another investigation.

Boy from No. 11 is brought in bleeding from a jagged cut in the head, caused by a stone thrown at recess. Assists two teachers in getting out the first-aid kit and binding up the wound. Conducts another investigation to find out what culprit is responsible for throwing the stone.

Works without interruption for five minutes on one-word test for science teacher.

Called into No. 27. Sulky pupil refuses to write anything on his paper. Argues with pupil. Teacher protests that she will not have a boy of that kind in her room.

Teacher from No. 6 reports that fifty cents and a jackknife have been taken from her desk. Investigates.

Pupil from No. 14 comes in in tears reporting that she has lost a quarter which her mother has given her to buy two loaves of bread.

Calls up acquaintances in the attempt to get three judges for a prize speaking contest.

Gets telephone message from the superintendent of school property that the lights in Miss Murphy's room were left on all night, and that he had to telephone a janitor out of bed at three in the morning to go over to the building to shut off the light. Calls Miss Murphy to the office. She claims she left the building at 4 o'clock, and didn't turn the lights on at all.

Telephone message that Susie O'Brien has the key to the house, and asking that Susie be sent home at once so that Mrs. O'Brien can get in.

Aggrieved parent comes in to complain that somebody said that Mollie had been out with the whooping-cough, and the nurse said that she couldn't come back for six weeks. Mollie cannot afford to lose six weeks of schooling. Nobody ever had the whooping-cough in her house, some lying busybody of a neighbor wanted to make trouble. Explains that he has no authority to go over the nurse's head, and that the parent must take up the matter with the health department. Meanwhile Mollie had better stay out. Parent departs only slightly mollified.

A second aggrieved parent, whose Ernestine has been sent home for having too much livestock in her hair, comes in to read the riot act. "You wouldn't like it if your child had been sent home and disgraced before the whole school." Explains to parent that the disgrace is not in acquiring livestock, but in keeping them.

Resumes preparation of examination for science teacher. Reaches third question.

Salesman comes in intent on selling the school a looseleaf encyclopedia which will be given absolutely free, on subscribing to the yearly appendices. Finds that the catch is that you must subscribe to the addenda for ten years at $3.50 a volume, paid all in a lump, when the book itself will be given free.

Report that a desk is broken in No. 13, and will the principal have the janitor fix it.

Report that it is still too cold in No. 15.

Drawing supervisor calls up, and wants a list of the drawing periods in the building.

Advance agent calls, asking to put on a lecture by Ellen McCarthy Jones, illustrated by stereopticon views of the Yellowstone Park, on a 60-40 basis.

Report that the substitute in No. 22 is having difficulties. One boy is sent to the office with gum in his mouth. Another is talking back to her. Another has thrown an eraser across the room. Goes up to No. 22 and straightens out the room.

Kindergarten teacher complains that she won't stand for the way the Parent-Teacher Association members allow their children to write all over the blackboards at their meetings, get into her supplies, and spill out her gifts, blocks and equipment. Promises that he will call the matter to the P. T. A. president's attention.

Superintendent's clerk calls up to report a discrepancy between the book record cards which the teachers have filed and the records at the office. Will the principal please see just how many copies of the Bolenius Third Reader in usable condition are on hand in the third grades?

Representative of the class of 1924 comes in to ask about the prospects of having a class reunion.

Primary supervisor sends out set of blanks regarding data as to English-speaking conditions in the homes in the first three grades.

Substitute teachers pass in reports of the progress of work they have covered during the day.

Principal closes his desk, and catches a car for the neighboring city, where he attends a class from 4.15 to 6 at Hope University on "The Administration of a Modern School System."

And another school day passes into history.

Salvaging the Crippled Child

By HENRY S. CURTIS, Ph.D.

Jefferson City, Missouri

THE cripples have been largely overlooked and neglected in our communities. Very few have any idea how many there are. We have been taking care of the deaf and the blind for many years, although there are probably less than a tenth as many, and while we may make the cripple walk, for the most part we can never make the deaf hear or the blind see.

There are four fundamental problems in the care of the cripple. The first is to find him. In many surveys that have been made, it has been found that there are in practically every community not less than three crippled children in every thousand of the population. It is estimated that there are not less than 400,000 crippled children in this country, of whom at least 300,000 can be salvaged, and the majority of the others made self-supporting.

The second problem is to have an expert examination of each of these children to see what should be done. There should be a clinic in every county every year for such an examination.

When such clinics have been held it will be found that there are some parents that can provide the surgical attendance that is needed. There are some that can pay in part, and there are others who come from poor families, who may not receive this medical aid unless it is furnished by the state. There are now twenty-five states that are furnishing such aid, and making regular appropriations to care for their crippled children.

The fourth problem is the problem of education. So far as the ordinary crippled child is concerned he does not need a special program, so far as the academic subjects are concerned. He learns as easily and oftentimes faster than the normal child. But he is unable to go to school by himself, and he will not get there unless he is carried, so all of our large cities are now furnishing special schools or classes for crippled children. In these schools the children are always under medical supervision. They have special desks that are fitted to them, and there are special ways of teaching them to walk. There is massage and passive exercise to bring back the use of paralyzed limbs. Studies in various cities show that there is about one child in every thousand of the population who is in need of this special service. The state of Michigan bears the excess of this teaching up to two hundred dollars per child, while the local community pays the same that it does for other children.

More than half of the crippling from which the children are suffering should never have occurred in the first place. About fifteen per cent. of the cripples are congenital cripples, but club feet and club hands and other congenital defects should all be corrected at once.

Many cripples are so from a lack of sunlight or proper food, resulting in rickets. If the mothers ate the proper food and nursed their children and gave them cod liver oil during the first nine months, rickets would not occur. Much of the crippling is due to tuberculosis of the bone, but if we exclude the milk from tubercular cows, avoid pulmonary tuberculosis and live in the sunlight we shall not be much bothered with tuberculous bones. Infantile paralysis is the greatest scourge of all. But it has been found that the convalescent serum from a child who has recovered from the disease, if injected promptly into the veins of one who has just been attacked, will prevent the paralysis.

Understanding the Adolescent

By W. C. McGINNIS

Superintendent, Perth Amboy, N. J.

KNOWING, feeling, and willing are the three elements or headings under which psychologists for several generations have classified and discussed mental life. The discussion of mental life under these divisions has not been confined to the psychologists, however. The preacher, the sociologist, and the general layman have taken part in the discussion. America is not a place where the learned man or the expert has a place of prominence and honor which he occupies in European countries. A few years ago I attended a meeting of University of Vermont alumni in New York City. A prominent educator spoke on the contributions to social welfare which college men were making. Another speaker was a successful lawyer, an ex-secretary of the Treasury of the United States. This man decried college life as a waste of four years of time. He made a vigorous attack on college education. Among other things he said: " The average college man is a know-nothing. I can go into the corner bookstore and for twenty-five cents buy a little book which contains more facts than any college graduate ever knew! "

The psychologist knows and teaches that the possession of a list of facts doesn't constitute knowing. The " whats " of consciousness are closely related to the " whys," and both are closely related to the " therefores." The knowledge processes of memory, association, and imagination are closely related to the retention and reinstatement of earlier mental processes, and also to the processes of reasoning and judgment. Due to the studies of the psychologist is the present-day recognition of the fact that learning is very largely the reconstruction of experience. The " whats " of consciousness make up the materials of experience and the reconstruction of experience makes definite neural traces on the cortex of the brain. " Intelligence " is commonly considered as synonymous with the "whats" of consciousness. Some psychologists use these terms as synonymous, but it is doubtful whether it is correct to do so. Intelligence is more than knowledge. Intelligence is the knowing power of mind. Not what a person knows, but his mental ability *to know* constitutes intelligence. From the scientific study of the functions of the mind and from the devising of a rough quantitative measure of the intelligence of the individual has come the most outstanding contribution of modern psychology to education.

Thorndyke[1] says: " Not some mysterious inner transformation, but the enlargement and refinement of experience, the formation of systems and suitable ideas, the knowledge of aspects or elements of things essential to different purposes, the acquisition and habitual use of systematic methods of forming and testing conclusions, the growth of skepticism concerning the similarity of things alike in some respects, the definition of terms and the crystallization of experiences into the judgments are what make the rational man out of the blundering child." Acceptance of this viewpoint carries with it the acceptance of the theory of concomitant development. That there are marked differences in intelligence among adolescents is a fact, but that these differences are due to any causes peculiar to the period of adolescence is not a correct conclusion. The differences are due to differences in native endowment, and are no greater among adolescents than among people of any age group.

Terman's[2] study of the grade placement of school children in reference to their I.Q.'s shows a wide overlapping of mental ages. Terman's study has resulted in much good in pupil classification by homogeneous grouping, but on the other hand it has resulted in much harm. Many school systems have adopted a policy of pupil classification which involves pupil acceleration based on high I. Q's. Many of these school systems and others, too, have also used pupil retardation as a policy of pupil classification based on low I. Q.'s and low educational achievement. Neither of these policies can be justified from the point of view of what is best for the pupil. Mort[3] says: " Every boy and girl is entitled to twelve years of schooling *on his own level.*" Not acceleration but enrichment should be provided for the bright pupils. Not retardation but subject matter and instruction adjusted to the needs and the abilities of the individual pupil is what should be provided for the dull pupils. The bright pupil is being deprived of an important part of his education, such as training in leadership, social attitudes, and concomitant learning when he is placed in a group considerably older than he is. In city school systems and in large schools a combination of the X Y Z and chronological age groupings is the best basis for pupil classification, and for good results under any system of grouping it is necessary to provide for individual differences.

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[1] Thorndike, E. L., Notes on Child Study (2nd edition), p. 97. Quoted in Inglis, Alexander, Principles of Secondary Education, p. 46.

[2] Terman, The Intelligence of School Children.

[3] Dr. P. R. Mort, Professor of Education, Teachers College, Columbia University.

Adolescent life, mentally, is largely emotional. The emotions are even less understood than instincts or intelligence. Emotional response to stimuli is partly instinctive and as such can be controlled to a great extent by training. The emotions of the adolescent period are affected greatly by the physiological changes that take place, and during this period it is the duty of the home and the school to furnish more careful and sympathetic guidance. Too often it is assumed that emotions being the result of instincts, it is an impossible task to train the emotions or to control emotional response. Some people take the position that fear is a natural emotional response to the stimulus of "the dark." It is not. Many children are trained to fear the dark. Many others are so trained that they never have any fear of the dark. Most emotional responses to stimuli are in part at least modified or increased by a behavior pattern. The emotional response of an American in London when he sees the Stars and Stripes flung to the breeze is not the same as when he sees the Union Jack. The difference is due to his behavior pattern.

Reconstruction of experience as education is as important in the control of the emotions as in learning to solve problems in arithmetic. Emotional response is conditioned by the behavior pattern of past experience. Emotional response to stimuli, even the instinctive response, can be guided. Conflict is sometimes listed among the instincts, and one emotional response is fighting. Competitive games will provide an outlet for this emotional response.

In taking care of emotional responses in the school the most important agency is guidance. Much of the attitude of adults toward the behavior of adolescents would be less critical if it were understood that the adolescent has not had enough experience and reconstruction of experience to enable him to make judgments in terms of adult standards. A clearer understanding of the attitudes and behavior of adolescents will be had by teachers if they understand the fact that emotions are a complex composite of many components.

Axioms of Administration

By EVERETT C. PRESTON
Johnston, R. I.

ALTHOUGH systems of school administration differ widely in the details and techniques of their development, certain basic or fundamental axioms or principles seem inherent in all successful organizations. The following generalizations, developed in graduate study by the author, have been of inestimable value to him in his experience, and are here presented as possible aids to others.

DO

1. Idealize all school procedure.
2. Accept everything that you undertake as a challenge.
3. Use all available resources and search for new resources.
4. Make problems objective.
5. Rely upon sound principles as bases for action.
6. Spend money wisely.
7. Help to create public opinion.
8. Create all possible friendly home contacts.
9. Be the educational philosopher of your community.
10. Get close to the life of the children.
11. Mix commendation very liberally with criticism.
12. Meet opposition in a straight-forward, manly attitude.
13. Search for outstanding examples of progress.
14. Be cautious in recommendations and promises.
15. Be a good listener.
16. Spend money on leadership.
17. Expect and aid growth in the school staff.
18. Encourage teacher contribution to research.
19. Constantly strive to obtain more money for public education.
20. Unify the organization.

DON'T

1. Be autocratic.
2. Permit physical limitations to limit your educational thinking.
3. Have a vacillating policy.
4. Argue.
5. Ignore opposition.
6. Be subservient.
7. Favor personal friends.
8. Detract from teachers' relationships to pupils.
9. Encourage trivialities.
10. Allow schools to become too heavy mechanically.

Teaching as the Greatest Teacher Taught

(Third Article)

By ARTHUR C. BOYDEN, L.H.D., Ed. D.

Principal, Normal School, Bridgewater, Mass.

SECOND PRINCIPLE OF TEACHING
ADAPTATION OF THE TEACHING TO THE INDIVIDUAL

PERSONALITY is the great winning power of a teacher. It is through this personality that truth makes its first impression on the mind of the pupil. The versatility and skill of Jesus in adapting his teaching to the individual was unequaled. His first step was to establish a point of contact. He saw with the eye of a skilled teacher the vital need of each particular individual. Then he appealed to the feelings, reason, or the will of the person according to his need.

Only two cases are selected to illustrate this principle of teaching; each one has some puzzling circumstances in its setting.

CASE IV. THE SYROPHOENICIAN WOMAN

Matthew 15:21-28. Mark 7:24-30

Setting.—Jesus, with His disciples, withdrew from Galilee into the remote regions to escape the crowds and the hostility of the Pharisees. Herod has been watching him since the death of John the Baptist. "He could not be hid." The woman who met him was a foreigner and descendant of the worshipers of Baal. She doubtless had heard of him. (Mark 3: 8.)

Steps in Teaching.—(1) The woman cried out to him in her agony, using her information regarding the power of the Jewish Messiah, "O Lord, Thou Son of David." Filled with the reports of what she had heard of Jesus' healing power, she came to him blindly. He had cured others; why not try him for her daughter's grievous affliction? She thought he had some magic power over devils. Jesus saw that she needed to have her own thoughts cleared in order that she might understand him better. His silence at first seems strange to us, but He had a reason for thus dealing with this heathen woman. His unusual attitude would set her wondering why he apparently refused her urgent request.

(2) The disciples misunderstood and begged him to get rid of her, perhaps by granting the request. His answer seemed a direct refusal, "I am not sent but unto the lost sheep of the House of Israel." He seemed to refuse first by silence, then by express words. He stated a fact to His disciples, but it had the effect of changing her attitude toward Him. She saw that there must be some direct current between herself and Jesus, if she was going to get any help. He was watching the process that was going on in her mind. The mental healing of her daughter could wait for the moment.

(3) The woman changed her request to a simple human cry for help. Again came a strange answer, "It is not meet to take the children's bread and cast it to the dogs." The use of the terms "children" and "dogs" was familiar to all. These animals were recognized as having a place with the family, and they received their humble share of the food. She claimed help as a part of the human family, though not one of the "chosen people."

(4) The woman took Jesus at his word, but claimed the right to the crumbs which were used by the family to wipe their hands and then thrown to the little dogs. His exclamation, "O woman," etc., showed how deeply He was moved by this change in her. She proved her faith by accepting His word. He saw that she had changed from a blind hope to a personal faith in him, and so he wholeheartedly granted the request. She and the disciples had failed at first to understand him.

While not stated in the record, it is clear that Jesus meant to teach that faith is greater than race. She appealed to His power as the Jewish Messiah, a thing she didn't understand. He couldn't yield to a mere belief in some strange power, so he led her to see that his personal interest went out to all who needed help, even to those heathen called "dogs." She not only received her answer, but she found him. She was no longer under the table.

This concise bit of teaching—silence, refusal, rebuke, apparent insult, full answer—is a psychological gem.

Jesus' talks with Nicodemus and with the woman of Samaria are similar cases which reveal his power to read individual needs and meet them with the most profound truths. The interplay of mind with mind in these cases is unexcelled in the teaching world.

CASE V. THE RICH YOUNG RULER

Matt. 19:16-30. Mark 10:17-31. Luke 18:18-30.

Setting.—This enthusiastic young man had been impressed by the teaching of Jesus. He was a distinguished ruler of the Synagogue and was very rich. He hastened to meet Jesus, and bowed with reverence before a Rabbi whom he recognized as a great teacher. His question was a deep one. which had a technical meaning to the scribes of the time, "Good Master, what shall I do that I may inherit eternal life?" He seemed to be sincere.

An Acid Test.—(1) The man was ready to accept Jesus as a teacher or Rabbi, but probably not as the Messiah. Jesus tried him in this respect by a test question, "Why callest thou me good? There is none good but one, that is God." To this the young man made no reply. There may have been a reason for his ignoring this question. This question of Jesus has puzzled many students. The title, "Good Master," was unusual. It has been suggested that Jesus' statement was a gentle rebuke for his fulsome praise, or was intended to turn the self-confident young man from himself to God, who was the absolute ideal of perfection. It was evidently intended to encourage the man who knelt before Him in the attitude of an earnest seeker for truth, and was aimed to prepare the man's mind for the great sacrifice that he was asked to make.

Jesus passed at once to a simple answer obvious to every Jew. "If thou wilt enter into life, keep the commandments." As this brings him into a familiar field, the young man asked the pertinent question, "which?" Jesus selected the practical commandments that deal with daily living, five from the decalogue and the others from the law familiar to every Jew (Lev. 19: 18). Evidently the young man was sincere in saying: "All of these things have I kept from my youth up," but the answer didn't satisfy him.

(2) The second step opened with the frank question, "What lack I yet?" Jesus, as he looked at him, loved him. Looking him straight in the eye, he challenged him to the heroic act. It was the crucial test that would completely answer his question. Mark states that Jesus told him six definite things to "do"—three of these, "go, sell, give" are to be of his own action; the other three, "Come, take up the cross, and follow me," are to be with Jesus. It seems as if it was a specific invitation to this young man to become a member of the select band of disciples. In an instant the whole scene changed; a sad young man made "the great refusal" and disappeared from history. This man wanted the higher life, but he couldn't part with his great wealth. The life to which Jesus invited him was too remote from his experiences; he couldn't comprehend its greatness.

Paterson-Smyth gives a vivid picture of this scene: "Jesus was here dealing with a special case, an earnest soul worthy of a big test. He might have been one of the noblest of apostles. How little he dreamed that the eyes of the world down the future would be focused on his decision. Jesus watched him. It was the supreme crisis of his life. Was he big enough for such a test? For a moment it seemed so. His eyes are flashing with the glimpse of heroic possibilities. Then he stops —and thinks—and hesitates—and fails. The light died out of his eyes, and he went away sorrowful, for he had great possessions."

A Hard Saying.—This episode closes, but the teaching goes on. The teacher seemed almost bewildered at the failure, for Mark tells us that "Jesus looked round about before he spake to his disciples." The saddened teacher uttered words that seemed very severe, "How hardly shall they that have riches enter into the Kingdom of God." The only effect was astonishment. As he read their faces, he changed his tone, using the affectionate title "children," and inserted the words, "trust in riches." He followed this by the proverb well known to Eastern people: "It is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of God." This practically seemed to mean the impossible. Their astonishment was now "out of measure." All their sacred traditions seemed to teach that prosperity was a direct gift from Jehovah; this blasted at one blow the cherished belief of ages.

Again we have a peculiar expression preceding his answer, "Jesus looking on them saith." It is a moment of calm preceding the words of tremendous significance, "With men it is impossible, with God all things are possible." His meaning is not given, but the implication is plain that a rich man with God as the director of the use of his riches can enter the Kingdom of God. This is the new gospel of riches. The story of Zaccheus illustrates this point (Luke 19: 1-10).

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JESUS AS A TEACHER OF INDIVIDUALS

There are at least nine cases in which he dealt

(Continued on Page 423)

They Say

JOHN COTTON DANA:—

" The library is the one public institution which can serve as a centre of pleasure and learning for all the city. To its service all can give their sympathy and aid without restraint of politics or creed, and without thought of difference in station or in culture. Recreation, good cheer, research, business, trade, government, social life, conduct, religion, all of these in every aspect can turn to books for help."

MRS. IVAH E. DEERING:—

" The backyard devoted to children will bear much finer fruit than that planted to shrubs or apricots. The game of dominoes in front of the fire will bring finer results than the big hotel party downtown."

TRAVIS HOKE, editor, Popular Science Monthly:—

" Last year the number of lives destroyed by automobiles in this country exceeded half of the total number of Americans killed in the World War, and a million persons were injured."

G. R. STIRLING TAYLOR:—

" The motor car is the most fashionable modern drug for restless nerves."

THOMAS A. EDISON:—

" Prohibition is the greatest experiment yet made to benefit man."

M. G. CLARK, superintendent, Sioux City, Iowa:—

" When Taft spoke, nations listened."

WILLIAM JOHN COOPER, U. S. Commissioner of Education:—

" Statistics compiled by the United States Bureau of Education show that in 1928 in 15,589 public and private high schools the ten leading subjects rated by the number of pupils studying them were: English, 93.2 per cent.; algebra, 36.1 per cent.; Latin, 24.7 per cent.; geometry, 20.4 per cent.; civics, general and community, 19.7 per cent.; American history, 17.8 per cent.; general science, 16.9 per cent.; French, 15.3 per cent.; typewriting, 1 per cent.; home economics, 14.3 per cent. Biology, medieval and modern history, art and drawing and ancient history followed closely."

FRANCIS G. BLAIR:—

" While education does create within the minds of pupils an eager, inquiring disposition, sometimes a restless, questioning attitude toward existing institutions and conventions, no honest inquiry would fail to show that this wide-flung system of free, tax-maintained public education is the only safe foundation on which our form of government can rest and the surest safeguard of the institution of property."

JOHN H. LOGAN, superintendent, Newark, New Jersey:—

" An American philosophy of education and an educational psychology, the rapid changing of society, the general ambition for improved social status are responsible for the organization of special schools and special agencies, such as the alternating plan, the platoon school, the all-year school, the vocational school, the continuation school, the technical school, the art school, the junior high school, the junior college. All these schools and agencies imply departmental and specialized work requiring distinctive organization."

JAMES R. FLOYD, principal, Plainfield, New Jersey:—

" Every principal must have faith in his teachers. The pep, the power, the 'purr' in supervision depends on the sympathetic understanding of the teachers' problems. The professional growth of his teachers will be measured by the degree of mutual understanding and co-ordination of ideas, ideals, and purposes as they develop them under his leadership.

" Personality is the deciding factor in the success of a supervisor. A principal must be able to draw people to him. They must like him. They must have confidence in him.

" Principals place too many new things on the teachers. They fail to present an innovation so that the teacher understands it. And the result is a surface change.

" Principals must not be too aggressive. Real professional growth is slow."

WARREN A. ROE, principal, Belmont Avenue School, Newark, New Jersey:—

" In emphasizing under-paid teachers the profession has failed to recognize under-paid leadership. The teaching body must seek to assure to superintendents adequately high public estimation and remuneration.

" The economic status of the public teaching profession cannot rise materially until the higher salary levels are greatly advanced and made secure in public estimation.

" Principals everywhere should lend assistance to securing more adequate recognition for the educational leadership in their communities. All principals should continuously increase professional training and skills that they may worthily render full service to their communities."

Teaching as the Greatest Teacher Taught

(Continued from Page 421)

with a wide range of individuals, men and women of different nationalities, in varying circumstances of life, of unlike temperaments, and with unusual needs. Certain very definite characteristics are apparent in his teaching. (1) His personal *sympathy* led him to see through ignorance and error into the heart of the individual. Patiently he adapted the teaching to the situation. (2) He had *faith* in the ability of the individual to grasp the fundamental truths of life, and he dared to press them home. (3) The truths he taught were *universals,* they applied not only to the particular cases but to the ages. (4) The *steps* used in leading each one out into the truth were clear, concise, and direct. (5) His teaching always had a *practical* bearing on the life of the individual. He called for faith, for an active response, or for a change in attitude toward life.

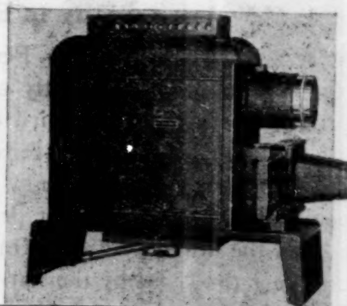
(*To Be Continued*)

A Boy's Prayer to His Teachers

By ELMER S. HOLBECK

Principal, Woodrow Wilson School, Passaic, N. J.

1. Teach me the art of manliness that I may command the respect of my fellowmen.
2. Teach me to understand truth and love of mankind and find joy in the companionship of all.
3. Equip me with the "tools of learning" so that I shall not feel strange in new places but rightfully take my place in doing the work of the world.
4. Help me to build a sound body and clean mind—to be free of spirit, conquering evil and worlds of bitterness, acquiring real success.
5. Teach me to use my leisure time that the beauty and the charm of life will help me to understand better the works of the Almighty and bring me pleasure in doing good to other men.
6. Show me the beauty and comfort of the home; strengthen me with an understanding heart that I will be considerate of and work ambitiously with all men.
7. Help me to rise from the waters of inexperience to the rainbow land of knowledge with courage—to banish all temptations, giving me the power to do that which is honorable and right.
8. And then show me the necessity of work. Work that builds a temple of faith and good will. Work that is gladly done for the advancement of a just cause from which man may enjoy better the fruits of life.



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Through the Malay Peninsula

(*Third Article*)

By L. H. PUTNEY[*]

Whenever we hear mention of the Malay Peninsula, we think of tin and rubber, and rightly so, for at present it is producing more than a third of the world's supply of tin, and perhaps two-thirds of its rubber. While deposits of tin are found in many parts of the peninsula, so far the most productive regions have been the valleys of the Kinta and Klang rivers, and along the coast of the native state of Pahang. Much of the ore occurs in layers of gravel in the form of a brownish sand varying in size from that of pea to fine meal. It is also found *en masse* in the rocky hills through which the rivers have cut their channels. As a result, in one place it is mined by panning and sluicing; in another, by the use of hydraulic streams; in a third by dredging; and finally, by sinking shafts and driving tunnels. However, the impression that you carry away of the tin country is a series of great open pits, worked for the most part by Chinese in a rather primitive manner.

In 1926 the total production of tin in the entire peninsula was over 56,000 tons. Both the Federated Malay States and Siam levy an export tax on all tin exported from the country, the rate being graduated according to the selling price of the metal; for example, when tin brings £100 a ton, the rate is 10 per cent., but when it reaches £400 the rate rises to 14.9 per cent. In order to encourage smelting within the Straits Settlements there is an additional duty of £52 on every ton of ore shipped abroad.

Although there were forests of gutta percha in the Malay Peninsula, the rubber tree was not indigenous there. It was first introduced from Brazil in 1877, but rubber production did not become a commercial proposition until eighteen years later; in fact, as late as 1905 the total amount produced was only about 200 tons a year. What has happened since then may be appreciated by the fact that in 1927 our own country alone imported from British Malaya over 280,000 tons of crude rubber.

Traveling on the railway from Singapore to Kuala Lumpor, the capital of the Federated Malay States, and then on to Padang Besar, you are almost never out of sight of rubber estates. Except in the case of those belonging to natives or to Chinese, the ground beneath the trees is kept clear of weeds and undergrowth as is that of the walnut groves in California. Most of the work is done by Tamils, some 50,000 of whom are brought over from southern India annually for the purpose. As a rule these Indians go about their work almost naked. It is a picture to see them running along between the trees carrying on their heads loads of faggots which would fill a good-sized cart. The men are paid about forty cents (24 cents in our money) a day, and the women perhaps ten cents less.

The production of rubber is quite interesting. A very thin strip of the bark is trimmed off wherever it is desired to have the tree "bled." The juice that oozes out is then collected and taken to a "factory," where it is coagulated by the addition of certain chemicals. The rubber is pressed into sheets perhaps a quarter of an inch thick. These sheets are inspected carefully by women who cut out any imperfections. After that they are graded, those having the lightest color being of the best quality. For shipment the better grades are packed in wooden cases weighing about 250 pounds; the less valuable ones are baled in gunny sacks.

When I was in the peninsula three years ago, rubber was selling at about 65 cents a pound, but today it brings barely 12 cents. This is less than the cost of production on most estates, consequently pessimism is the order of the day, especially as the price of tin is also very low. Some people are even prophesying that when Thomas Edison perfects his process of making synthetic rubber, the industry will be killed altogether, just as the production of indigo in India was by the aniline dyes. Everywhere you hear American manufacturers blamed for much of the depression, consequently Americans are even less popular in British Malaya than they were on the occasion of my last visit. At that time, as a result of the protests from the United States the British Parliament was about to remove the Stephenson restrictions on rubber exports. These had been adopted only a few years before in order to save the growers from threatened bankruptcy brought about by the low prices which prevailed immediately after the close of the World War.

Some of my readers may be interested in hearing about the climate of the Malay Peninsula. As is the case generally in the tropics, the year is divided into a wet and dry season, determined by the prevailing winds, which here are known as *monsoons.* However, the seasons are exactly the reverse of those found in India, even though that land is not more than four days' sail to the west. There the southwest monsoons which blow across the Indian Ocean from May to September, inclusive, bring rain; here they are dry winds, due to the fact that they unload their moisture when they strike the mountains on Sumatra, which lies just to the west. On the other hand, the northeast monsoons, which blow from November to March inclusive, bring rains to the whole Malay Peninsula, although that is the dry season in India. This is due to the fact that they blow across the Gulf of Siam and the South China Sea and so are wet winds. Because of its central backbone of mountains (the highest peak has an altitude of 7,186 feet), it may be generally said that the western side of the peninsula is much dryer than the eastern; for example, the number of rainy days there does not exceed 75, while in the low lands adjacent to the South China Sea it is as high as 155. In the mountains the average ranges from 160 to 200.

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[*] Foreign Representative, Little, Brown & Co.

Whether or not a climate is healthy depends far more on its relative humidity than on the temperature. Although in British Malaya there are all extremes, for the most part the country escapes the combination of high temperature with high humidity found farther north in central Siam; consequently, a white man may live and labor there without endangering his health. Children, however, after reaching five or six years of age, become anemic. Temperatures above 100 degrees Fahrenheit are rare. In Singapore they still talk about the cold snap they had on July 27, 1882, when the thermometer registered 68 degrees Fahrenheit—the lowest reading on record there. Typhoons, which are the curse of the countries lying on the eastern side of the South China Sea, are unknown in the peninsula; likewise the cyclones that sweep over the Bay of Bengal. In place of them there occur in April and October, that is, when the monsoons are changing, explosive storms of short duration called "Sumatras." These are accompanied with much thunder and lightning, and frequently with cloudbursts.

In my next article I shall tell something about education, for there are schools of one kind or another in every part of the Malay Peninsula.

(*To Be Continued.*)

The Day's Work

Is any pupil happier because you passed this way?
Does any child remember that you spoke to him today?
This day is almost over and its toiling time is through;
Does anyone remember now a kindly word from you?

Did you give a cheerful greeting to the boy who came along,
Or a cheerish sort of "howdy" and then vanish in the throng?
Were you selfish, pure and simple, as you rushed along the way,
Or is some girl mighty grateful for a deed you did today?

Can you say tonight, in parting with the day that's slipping fast,
That you really helped a pupil of the many that you passed?
Is a single heart rejoicing over what you did or said?
Does a child whose hopes were fading now with courage look ahead?

—Selected.

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Boston Schools and the Tercentenary

By JEREMIAH H. BURKE, Superintendent

THE year 1930 marks the Tercentenary of the foundation of Boston. In many older nations a span of three hundred years is brief, but in the history of our comparatively young country such a period constitutes an epoch. It is fitting, therefore, that in the rush of youthful enthusiasms we pause and in all seriousness contemplate our marvelous material expansion—growth from such humble beginnings. It is well likewise to study and emulate the lives of those sturdy pioneers who in the face of obstinate difficulties and dangers wrought courageously and laid foundations so wisely and securely. Pioneers and adventurers in so many respects—intellectual and material—these worthy sires in their vision conceived codes of laws and systems of government which became models for the whole world. Progressives and radicals of their day, they developed practical conservatisms which have become stronger even than laws. Fortunate indeed is the land of lofty traditions, of noble loyalties, of a noblesse oblige, to restrain and direct mankind.

> "Yes, give me the land that hath legends and lays
> That tell of the memories of long vanished days;
> Yes, give me the land that hath story and song:
> Enshrine the strife of the right with the wrong!
>
> "For out of the gloom future brightness is born,
> As after the night comes the sunrise of morn."

If there is anything beautifully "different" about Boston, this distinction has its origin in the venturesomeness, the ingenuity, the sagacity, the integrity, the idealism, and wherewithal the intense love of liberty and learning that characterized these masterful forbears of the last three centuries.

The year 1930, therefore, will be devoted lovingly to a recital of the progressive onward steps in Boston's career—some steps that are slow but hallowed by sacrifice, others that are swift and winged with magnificent achievements—all inspired by faith and hope. None may read these records without exultation of pride, but pride though merited is insufficient. Manifestly lip service is of doubtful value. It is futile to exalt and glorify the past unless with all this exaltation and glorification we grasp the inspiration behind it all. In this treasurehouse of toil, of struggle, and of fortitude, not unmixed with glory and renown, we feel the impelling haunting urge to do something ourselves in our own humble way to carry onward to higher levels the accomplishments and the aspirations of the Fathers.

This Tercentenary, therefore, should be an occasion for full-hearted appreciation of our glorious inheritance, for realization of our far-reaching obligations and for renewed resolve to prove ourselves worthy of the ineffable trust committed to us. It is imperative that we enlarge our inheritance, material, intellectual, moral and political; and that we transmit it to the future richer and more highly prized as a result of our conscientious stewardship.

Concurrent with the historical achievements of Boston's three hundred years has been the origin, growth, and serviceableness of her system of public schools. The expression as well as the moulder of an enlightened public opinion, the schools have been at all times contributors and sharers in our city's prestige and grandeur. From the very beginning Boston has been the home and the patroness of education. Here American education was born, and here it has thrived. The whole country acknowledges its indebtedness to Boston's culture. Paraphrasing the words of Pericles in his apostrophe to Athens, one might well declare: "Boston is the School of America."

Tercentenary Hymn

Words by Miss Clara Endicott Sears, and music by Mrs. M. H. Gulesian.

WORDS OF THE HYMN

Hail! Thou great and mighty nation
Born of Freedom's lofty aim.
Underneath thy broad-spread pinions
Brotherhood of Man we claim.
We extol thee!
We commend thee!
Let the echoes catch the sound.

Chorus

For the Peace that Nations sigh for,
And the Faith that mortals cry for,
And the Truth that brave men die for
From Atlantic to Pacific
Here are found!

We will hold thy flaming torch up
So that all the world may see
Flashing through earth's dark confusion
Thy supreme integrity—
Glorious Nation!
Land of Plenty!
Thy fair brows art laurel crowned.—

Massachusetts! Grand Old Bay State!
'Twas to thee the Pilgrims came.
On thy rock they raised a beacon
To light up thy path to fame.
Now thy children
Stanch and loyal
Honor thy historic ground.—

The Problem of Herby

By ARTHUR DEAN

When a child enters the schoolroom and hangs up its hat, I suppose you think that it is ready for school business.

No siree! If children start to school hurriedly and half-fed, they bring into the schoolroom the results of hurriedness and half-fedness. If they were scolded and made unhappy when starting for school they bring these conditions with them.

The child cannot hang his feelings on the coatroom hook. He brings them right into the class. Then things happen.

Here's Herby, a nicely dressed little boy of seven who wildly waves his hands every time anyone is reciting, just as though he knew the answer and was crazy to give it. He craves teacher's attention and the attention of his classmates. If anybody has a pencil one-sixteenth of an inch longer than his he wants it. If teacher smiles at Johnny Brown, little Herby is ready to throw a fit. And when Herby doesn't get his own way — WOW!

Thereupon teacher tries the usual fool tricks of keeping Herby after school, sending a note to mother, sending the boy to the principal's office, and giving him long lectures on unselfishness, disobedience, wilfulness and cry-babiness. Wasted time and effort.

Every Cake Must Be Frosted

Then the visiting teacher comes into the picture. She goes to Herby's home. There's Herby's mother who "just loves Herby to death," and tells everybody; takes Herby's part all the time; makes cream-filled cake with chocolate frosting because Herby wouldn't eat cream cake without frosting; puts sugar in his crackers and milk, otherwise Herby wouldn't eat; helps him dress because he dawdles unless she does.

Examined physically, Herby was perfect. In mental intelligence he stood high. So what was the trouble?

You guessed it — mamma, home indulgence; big spotlight at home always shining on Herby and only just a dim candle-light at school; centre of the home stage and much on the sideline at school. Result: Herby spends his entire school time attempting to prove to everybody that he knows more than anybody else.

A Home Pet a Teacher's Pest

But how to tell the mother! Tactfully as possible the visiting teacher said: "Let Herby dress himself, put on his own rubbers, etc., and if creamed cake without frosting isn't good enough for Herby, then it's high time he started starving to death."

"But," replied the mother, "if I don't do these things he just howls and howls and throws regular fits."

The visiting teacher replied: "Let him howl and let him throw his fits. The greatest punishment that Herby can have is to be ignored."

And how did it all come out? Fine! Herby has taken responsibility upon himself. Now he is proud of the fact that he dresses himself, eats like other boys, and that while he knows a thing or two that he can keep his mouth shut until called upon to hand it out.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

What Do We See?

It is my hope to bring to the girls and boys of America the most beautiful and inspiring thoughts that have come from the mind of man. In my reading I am constantly on the watch for such jewels of human thinking. Only here and there, however, do I find in a whole heap of trivial thinking, the priceless work of art, which deserves remembrance.

Today I am bringing you such a masterpiece from the pen of Lord Avebury, taken from his work, "The Pleasures of Life." Every word is beautiful and every thought full of inspiring power. He says:—

"Where the untrained eye will see nothing but mire and dirt, science will often reveal exquisite possibilities. The mud we tread under our feet in the street is a grimy mixture of clay and sand, soot and water. Separate the sand, however, as Ruskin observes,—let the atoms arrange themselves in peace according to their nature—and you have the opal. Separate the clay, and it becomes a white earth, fit for the finest porcelain; or, if it still further purifies itself, you have a sapphire. Take the soot, and if properly treated, it will give you a diamond. While, lastly, the water purified and distilled will become a dewdrop, or crystallize into a lovely star. Or, again, you may see in a shallow pool either the mud lying at the bottom or the image of the heavens above."

How very true this is and what an argument for education! To appreciate anything we must have knowledge, and our enjoyment increases directly in proportion to how much we know.

The Great Thoughted Looked to the True God

Many, many years ago in Rome, in a land given to the worship of idols, lived an humble philosopher by the name of Epictetus. He was the slave of a brutal slave who had won freedom under the hideous tyrant Nero. All his life, up to the day Epictetus was finally given freedom, he was subjected to all sorts of miseries; he was beaten and chained in the hot sun, he was starved in a land of plenty, and he shivered in the wintertime in his master's cast-off rags. Because this humble slave was so bound down in body, he discovered for himself one avenue of freedom; he came to look upon himself as composed of two elements, one, the body, and not his to control, but the other, his blessed spirit, was as free as a sky-going gull. All during his years of suffering Epictetus studied himself and the needs of his spirit so carefully that when the day of bodily freedom arrived at last, he devoted his life to leading other enslaved men to a brighter vision.

Living, as he did, about sixty years before Christ, it is a remarkable fact that his teachings are so sweet and simple and pure that the noble, even of this enlightened day, may follow them with profit.

Of course, Epictetus saw all about him the marble statues of the gods men had chiseled for themselves out of stone; before these things of their own hands and brains he saw the multitudes prostrate themselves, rubbing their foreheads in the dirt. Within his spirit rose up a great pity for the blindness of anyone who could bow down to something of his own making. Against this sort of thing he lifted up his voice. The following quotation from his words is one of the most beautiful, spiritual statements in any language.

"What else can I do, a lame, old man, but sing hymns to God? If then I were a nightingale, I would do the nightingale's part; if I were a swan, I would do as a swan. But now I am a rational creature, and I ought to praise God; this is my work; I do it, nor will I desert my post, so long as I am allowed to keep it; and I exhort you to join in this same song."

Would it be too much to ask you to honor the request of this noble slave? Will you join Epictetus in his noble song: then repeat, after your teacher, his noble words?

The Courageous Spirit

It is well for us now and then to consider this thing men call "spirit." True, our textbooks say nothing about it. The man on the street never mentions it; the books we read ignore it as though it did not exist; the motion pictures do not show it, and he is a rare person, indeed, who consults its interests in everything he does — and yet — without the indwelling, glorifying spirit what have we become?

Clip the wings from a butterfly and all its radiant beauty passes as it dies; crush a blossom under foot and something beautiful goes out of it: break a lovely vase and you will search in vain in the ruins for the something that gave it form and joy; utter an unkind word and watch the light fade in a friend's face; lift up the lax lid of a dead man's eye and look in amazement at the vacant, empty window where a day before the spirit came and sat and looked out upon the world. With the departing spirit all beauty and all value die. Only a fool will look out into this vast and beauty-filled universe and say: "All this has come up from the dust, from emptiness has come that which fills; from silence that which sings; from the unformed, that which has form; from the unshaped and the unbeautiful that which radiates grace and beauty; from the unseeing that which sees; from the unhearing that which hears; from the insensible that which feels; from the unthought that which thinks." Only a fool will look on man and the works of his mind and hand and say: "What he does is entirely the doing of the dust that darkens his face when the wind blows. There is in him nothing that there is not in the clod under his foot."

Once in a while I find a beautiful tribute to the spirit within us. Below I quote such a passage from Jessie Field's "A Country Girl's Creed."

"I believe I can have a part in the courageous spirit of the country. This spirit has entered into the brook in our pasture. The stones placed in its way call forth its strength and add to its strength a song. It dwells in the tender plants as they burst the seed-cases that imprison them and push through the dark earth to the light. It sounds in the nesting notes of the meadow-lark. With this courageous spirit I, too, can face the hard things of life with gladness."

Going Forward

Not long ago I was discussing prohibition with a friend of mine. The gentleman in question is a very learned man, a professor in a great college, and ordinarily very fair, but in defence of the "natural," as he calls it, right of man to drink and buy drink, he loses all his accustomed dignity. I was rather amused by some of his arguments. He said: "What I detest most about you drys is the fact that you drink wet and vote dry."

Well, of course, in the first place his argument is not true; some drys do vote dry and at the same time drink, but I know a great, great many who not only vote dry but never touch a drop of alcoholic liquor.

I have brought up this professor's

argument, however, to point a far bigger truth. Did it ever occur to you that this world is being made better and happier, not by perfect men and women but by very imperfect ones; by men and women, weak in one way and strong in another; sinful today and virtuous and honorable the day after; fearful one hour in the face of great danger, and risking their lives the next in an act of heroism; intolerant of the way a brother looks on God in the morning, and in the evening marching off shoulder to shoulder with him in defence of a common liberty? What a hopeless, terrible world to live in if we depended for our progress only in the efforts of the just

Now this brings to me the point of the Chat. Suppose a man does drink wet and vote dry. While one cannot help feeling sorrow over the inconsistency of his act, at the same time it is well to realize that in voting dry he is obeying the demands of a higher law; somewhere deep in his soul stirs the conviction that, though he drinks himself, drink is not good either for himself nor for his fellow man.

"Hypocrite!" you say. Yes, he is a hypocrite; so are we all, in some way, every day of our lives. The man who eats too much is a hypocrite since he eats against his better knowledge; so is the man who rails at graft and then does not vote in an election; but the world is going ahead, happiness is increasing, love is dawning across a world of hate and battle. Why? Because, regardless of how man acts when by himself, within his spirit stirs the consciousness of better and greater things.

Words Are Seeds

Did it ever occur to you that words are seeds? I assure you that they are—very potent and wonderful seeds! You plant a tulip in the fall and the spring brings you a burst of bloom that sets a corner of your garden all aflame; you plant an acorn, and a half century later squirrels frisk about on its mighty limbs and the earth beneath receives the coolness of its wide-sprung leaves; you plant a word, a simple yes or no, and empires tremble; armies move forward or retreat, deserts bloom or gardens vanish; smiles seek human faces like gold-winged butterflies, or frowns flit out of sorrowing eyes like sombre moths. O yes, indeed! Words are tremendous seeds. Let me plant one in your mind. Watch it take root and grow instantly into something mighty and awe-inspiring. My seed-word is the "Capitol" at Washington. Is not the majesty of that great dome already lifted high above your other thoughts? I plant the seed-word "stormy sea." What magic raises up a vast, billowy field of wind-tossed waters? Are not breakers running up to white-foam edges and curling forward to burst in a wild smother at your feet? Can you not smell the tang of the salt spray and hear the scream of a distant gull?

I now plant the seed-word "calm." What voice, what power has stilled the surge and recession of the sea? A ship with golden sails drifts in the distance like a wing-folded butterfly nodding its sleeping self below. What seedsmen mothers are! What seeds of words they plant and how the harvest thrives in the spirits of the young. Dear, blessed word-seeds given to us when we have all too few—each chosen for our good, our choicest flowering, our beauty of body and spirit.

And so handle words carefully—they are powerful things. Their magic is beyond all words to tell; out of them flowers on the instant all the goodness or all the badness of the spirit from whence they come.

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EDUCATION IN ACTION

Rochester U. to Build 19-Story Book Tower

A tower nineteen stories high, devoted exclusively to the storage of books for the library of the University of Rochester, will be the highest building of its kind in the world, according to Donald B. Gilchrist, librarian of the university. The tower is set directly behind the main library building. A circular colonnade, illuminated by flood lights, will top the tower. In it memorial chimes will be hung. The building will cost $1,500,000 and is on the new campus of the university. The burden of fetching and returning books in the tower, which will have a capacity of more than 1,000,000 volumes, is to be placed on automatic conveyors. They will shoot up and down the tower, picking up and dropping books at their proper levels. Four minutes will be the time required to bring a book from the top floor to the delivery desk.

Taft Condemns Fads In Modern Education

Faddism in education, particularly of the type that permits each pupil to choose what subjects he will study, was condemned by Horace D. Taft, headmaster of Taft School, who addressed the annual meeting of the Hotchkiss School in New York. Without solid educational foundation, said Mr. Taft, there can be no advantage in catering to the whims of individuals. "It is hard to realize," he added, "how far behind our secondary schools are in this country. I honestly do not think that five per cent. of the young men and women could pass the rather easy university and college tests. As it is, a great many are admitted to some of the great universities of the West with certificates from schools that ought to be closed by law." Speaking of endowed secondary schools, Mr. Taft said that they must be free from school boards, money stringencies and parental interference in order to progress. He avowed that he was a staunch believer in the old scholastic methods, with plenty of Latin, Greek and mathematics. On such a structure could easily be built the education along the specialist lines, but not without it, he asserted.

U. S. and British Schools Compared

Three English and two American instructors, the former teaching in American schools, and the latter in English institutions, compared differences before members of the New England Association of Teachers in English at the thirtieth annual meeting recently. The American teachers described what is known as the spiral system used in England where literature is taught for two days a week, composition for two days, and a language program for one day, or perhaps other subjects in a similar manner. Most English schools, the American teachers said, have longer hours than in the States, it being the British idea to instruct students only during school periods, while in America tasks are assigned known as "home work." English students have more sentiment and respect for high grades; greater social pressure urging them to make good. The five teachers told of their knowledge gained while teaching in countries other than their own, and of their delightful experiences. The American teachers were Miss Sallie S. Dawes, of Quincy, Mass., and Miss Helen G. Lingham, of Amherst; the English teachers, Miss Jessie M. Bickley, of Gloucester; Miss Mary Ann Scott, of Aberdeen, and Miss Lucy H. Stern, of Arlington.

Tab Shows College Course Costs $9,200

A survey made by the Connecticut Agricultural College on the cost of a college education shows that four years of collegiate study costs about $9,200 a student. This takes into consideration college fees, contributions by the state and federal governments, and the loss each student incurs by lack of earnings. Conservative estimates place this sum at around $100 a month. The expense in fees for each student is estimated at about $750 a year. The state and other governmental agencies contribute approximately $650 a student. The above two figures, combined with the possibility of earning $900, bring the total to $2,300 a year for each student. Every time a student cuts a class he is cheating himself out of approximately $3.10 worth of education. The cost to the student for flunking a course which yields three credits a semester is $186. The average number of credits carried by a student during a college year is thirty-seven. If the student passes the thirty-seven credits the cost to the student is slightly over $62 for each credit.

Teacher Praises Schools of America

Miss M. G. Cowan, of Glasgow, Scotland, who visited the United States last winter, to study American education and industry, referring in a lecture before the Women's Educational Union, to the "gap" between school and work, said that the Americans had developed a scheme of "working certificates" unique in character and calculated to meet the various social problems connected with young people. No child, Miss Cowan said, was permitted to leave school without a chance of a suitable situation in well-organized states such as Massachusetts or Wisconsin. Children were bound to attend continuation classes for periods from four to eight hours per week during employment, and for twenty hours per week during unemployment. On that basis a splendid system of continuation classes related to the industrial occupations of young people had been developed.

Georgia Law School Gets Bar's Sanction

The Lumpkin Law School of the University of Georgia has been officially approved by the American Bar Association. The Georgia school was recently reorganized. Professor H. N. Edmunds of the University of South Carolina was elected dean, a full-time faculty was employed, and instruction was placed on the case-system basis. A new home for the law school is in process of construction on the campus, funds for which were donated by alumni.

Says Far East For Education

Oriental women are developing a keen interest in education, in the opinion of Dr. Aurelia Reinhardt, president of Mills College, Oakland, who has returned to San Francisco after attending the Institute of Pacific Relations, in Kyoto, Japan. "I visited Japan, Korea, Manchuria and China—down as far as the Federated Malay states," said Dr. Reinhardt. "Everywhere I found the women eager and anxious for education. China and Japan are proceeding in different ways educationally. There are more Japanese women in educational institutions than Chinese, but the economic situation in China makes it impossible for many Chinese women to attend college or profit by a university education. China's present government is working hard on education problems, however, and is doing all it possibly can to promote interest along those lines."

School Drill Curbs Lawless Spirit

Military training in the nation's schools and colleges and the Reserve Officers' Training Corps provides an antidote to the spirit of lawlessness which pervades the country, according to Secretary of War Patrick J. Hurley, before the Association of Military Colleges and Schools of the United States. He said in part: "A complete and generous education fits a man to perform justly, skillfully and magnanimously all the offices both public and private of peace and war. The essence of military training is the inculcation of the voluntary subordination of self to the needs of the social organism. You teach effectively that the team is more important than the player. In this you offer a refreshing contrast to the trend of present-day methods, which are toward the development of individualism at the expense of co-operative team work. The scope of present-day knowledge is so vast, the interdependence of human beings is so accentuated, that the individual faces imperative necessity of adjusting himself to political and social conditions if he would be a law-abiding and efficient citizen."

Chinese to Debate American Schools

Chinese civilization and philosophy are to be presented to the American public through the medium of a series of college debates between two representatives of the Chinese Debating Council and teams of various colleges and universities throughout the country. Both members of the Chinese team, Victor K. Kwong and Peter K. Kiang, have studied at Harvard. Mr. Kwong, while an undergraduate there, led the Harvard team against Yale, and was vice-president of the debating council. The subjects which the Chinese team will debate while on its tour are: "The Justification of China's Recent Abolition of Estraterritoriality"; "The Relative Merits of the Chinese and the American Philosophies of Life in Their Bearing on Human Happiness"; "World Disarmament," and the question of the withdrawal of occidental military forces from China.

Vermont University Plans Bird Sanctuary

Plans are being formulated by the State of Vermont and the University of Vermont to make a bird and game sanctuary and a reservation for scientific nature study out of Eastwoods Park, on the southeast border of Burlington, Vt., which the university recently acquired from the Hatch estate. The estate contains approximately ninety-two acres, the greater part of it heavily wooded with primeval towering pines and hemlocks. President Guy W. Bailey has appointed Professor H. F. Perkins, head of the department of zoology, as supervisor of the new property. He will be assisted by Professor W. R. Adams, Jr., who will have charge of the forestry program. The winding roads will remain in their present condition, and the public will be welcome to hike or ride horseback on the trails, or visit the woods. The State of Vermont plans to post the park against hunting and fishing.

Says Youth Needs A Broader Culture

Expansion of the facilities of American education to increase development of the cultural capabilities of the youth of the country was called for by Myron C. Taylor, chairman of the finance committee of the United States Steel Corporation, at a dinner of Cornell alumni in New York. Dr. Jacob Gould Schurman, former president of Cornell and former ambassador to Germany, was guest of honor at the dinner. It was sponsored by the Cornellian Council, the Cornell Society of Engineers and the Cornell clubs of the metropolitan district of New York, and marked the opening of a "roll call" designed to increase the number of contributing Cornell alumni. Tracing the development of education and economic life in the United States, Mr. Taylor urged expansion of cultural education upon American institutions as a necessity to meet the added leisure which, he said, the increased efficiency of the machine would bring. He pointed to the remarkable growth of labor-saving devices in the past few years and spoke optimistically of many more to come in the future. "The cultural side of man," he said, "must in this new cycle be given prominent attention, that in his hours of freedom from the practical affairs of life he may have a forum in which to indulge his mind and soul in ways uplifting and exalting. Whatever may follow after it, we have before us in this country the opportunity, for at least a century, to live this earthly life at its best and on the highest level. To do this depends solely upon how we fit ourselves, as a mass and as individuals, to realize the best of our remarkable opportunity."

Hunter Fund to Aid Students Is Growing

Opportunities for obtaining a free college education in New York City are increased, according to Dean Annie E. Hickinbottom, with the growth of the Hunter College Loan Fund to $7,100. Hunter College, in addition to providing free tuitions and books, also has this sum to aid needy students. Originally it was donated to aid only those students who rated high scholastically. The Student Loan Fund first originated in 1903 under the direction of Miss Catherine P. Chandler, now a teacher in Hunter High School. The graduating class of 1903 contributed $1,000 to start the fund. Thereafter it was increased each year by various college affairs. The last contribution was $300 from a student production of the Gilbert and Sullivan operetta, "Patience." There is no maximum amount which may be borrowed. Each girl borrows according to her needs. However, the amount must be paid back as soon as she is able to do so. No interest is charged, nor is there any time limit for repayment. The fund, invested in bonds to yield interest, is in charge of the president of the college, the chairman of the Board of Trustees and the auditor of the boards. Another agency in Hunter College which helps the students to be self-supporting is the Bureau of Occupations, in charge of Mrs. Harriet Lowenstein. In the past year Hunter College students have earned $24,786 from positions obtained from this bureau. Among the novel positions which Hunter College students hold is one at which a girl earns $7 per week for taking a dog for a daily walk. Another girl gives bridge lessons.

One of Country's Smallest Schools

Dauphin County in Pennsylvania, of which Harrisburg is the county seat, has what is believed to be the smallest school in point of numbers of pupils in the United States. This diminutive school is located on Haldeman's Island, in the Susquehanna River, and its pupils number two—a boy and a girl. They are the children of Mr. and Mrs. George W. Peters, tenants of the farm at the head of the island. The island also has the distinction of being probably the smallest regularly incorporated borough in the United States, and contains four fertile farms, with two owners. During the winter and spring freshets the inhabitants of the island are marooned for several weeks at a time. These conditions are largely responsible for the little school building perched high above the river in the centre of the island. In years gone by, when the four farms were tenanted, there were as many as ten pupils enrolled in the school. Now only one farm has a tenant. The teacher, in order to begin her studies each day, must cross from the mainland in a rowboat.

The BOOK TABLE

EDUCATIONAL BIOLOGY. By W. L. Eikenberry, State Teachers College, Trenton, New Jersey, and R. A. Waldron, State Teachers College, Slippery Rock, Pennsylvania. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

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This text on "Educational Biology" is one of the best texts on Biology, and one of the best texts on sociology and pedagogy.

Education is so complete now that no text on education is worth while unless it takes a wide range in human life. This Eikenberry and Waldron have done scientifically and artistically.

LIVING LATIN — FOR THE JUNIOR HIGH SCHOOL. Books One and Two. By Claire C. Thursby, University of California, and Gretchen Deake Kyne, San Leandro, California. Black and White Illustrations by Rodney Thompson. Colored Illustrations by George M. Richards. New York: The Macmillan Company.

Latin as a dead language has become largely a museum of rich antiques. "Living Latin" is a scholastic discovery of a way to approach the noble Latin creations like Caesar, Cicero, Horace, and Virgil with the devotion and admiration that one visits a great cathedral, listens to an oratorio.

It was a scholastic tragedy to allow students to look upon their Latin lessons as drudgery, something to learn by the use of a "pony."

Unless Caesar, Cicero and other great Latin creations are worshiped they might as well be entombed in Egypt.

"Living Latin" is an introduction to classic glory. These two books make Latin lovely and lovable.

PUPIL CITIZENSHIP. By George W. Diemer and Blanche V. Mullen, both of Teachers College of Kansas City, Missouri. Cloth. Yonkers-on-Hudson, New York: World Book Company.

Kansas City, Missouri, has held a place in the first rank of educational progress for many years, and it has never been more secure in its pace of progress than now.

The City Teachers College has played a vital part in this leadership in education. It has never been a professional scold, has never deceived the teachers by any alluring mirage.

George W. Diemer's presidency is as wise and inspiring as of any predecessor, as "Pupil Citizenship" demonstrates.

In the United States there is always a temptation to teach citizenship on a bullish stock market basis using fictitious quotations for real values and claiming credit for propaganda pretentions.

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OFFICE PRACTICE IN SECONDARY SCHOOLS. By William C. Reavis and Robert C. Woellner, both of the University of Chicago, specialists in Executive Secretaryship. Cloth. 238 pages. Chicago, New York,, San Francisco: Laidlaw Brothers.

The fabulous growth of secondary schools has often failed to meet the accounting requirements abreast the scholastic achievements.

Big business is often little more than a skillful accounting of skill in salesmanship, and the "Office Practice in Secondary Schools" has often transformed a school of indifferent attainments into a famous institution of which professional and business men are enthusiastically sppreciative.

Reavis and Woellner have rendered noble service by making "Office Practice in Secondary Schools" a science, worthy the place of Secondary Education in modern life. Their work is so well done that it meets every need of every range of secondary schools.

ANDRE. By Bertha B. and Ernest Cobb. Illustrated by L. H. Bridgman, and Historic Engravings. Cloth. Newton Upper Falls, Mass.: The Arlo Publishing Company.

The latest of "The Arlo Books" has a thrilling fascination as Bertha B. and Ernest Cobb explore a new secret literary chamber, this time from the mystery of history at Castine.

As always, triumphant youth is in the foreground and the trail through nature and primitive human nature leads to the glorious crowning of historic truth.

They have never failed to make an "Arlo Book" a new achievement in literature for youth in home and school.

PAPER TOYS. Book No. 2. By Anna E. Pauli. Heavy paper (9 by 12 inches). Peoria, Illinois: Manual Arts Press.

This book furnishes interesting work in paper construction for children in the third, fourth and fifth grades. Each toy necessitates accurate measurement and good construction, and leads the child to individual creative work. The examples given suggest the many toys in which children delight and which may lead to a keener enjoyment of holidays, season, and story characters. It is through great variety in the measurements of these construction elements that the child sees the meaning of accuracy and gains an appreciation of good construction.

STUDENT PUBLICATIONS. By George C. Wells and Wayde H. McCalister, Oklahoma City. Cloth. New York: A. S. Barnes, Inc.

Student publications are to the school what the press is to the world at large: student newspapers correspond to metropolitan newspapers; student handbooks, to guide books and handbooks in the business world; annuals, to almanacs and year books; while magazines and other student publications have their prototypes outside the school. Student publications, then, present an opportunity to make school, not only a preparation for life, but a part of life itself.

"Student Publications" will help boys and girls who participate in this activity to shoulder responsibility, determine policies, make choices and learn to direct themselves intelligently.

Books Received

"Instruction Tests in Physics." By Earl R. Glenn and E. S. Osbourn.—"Instruction Tests in Chemistry." By Earl R. Glenn and Louis E. Whelton. Yonkers-on-Hudson, New York: World Book Company.

"Latin, Second Year." By L. G. Berry and Josephine L. Lee. New York City: Silver, Burdett and Company.

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Salesmanship

After drinking several glasses of cut-priced lemonade, a man approached the lad in charge of another stand and addressed him:—

"Young man, how can you expect to sell your lemonade at five cents, when you have a competitor offering the finest lemonade I ever drank at two cents?"

"Well, mister," answered the boy, "We're in partnership. The cat fell in his bowl an hour ago, and we decided to get rid of his lemonade before the news spread."

Passed on the Siding

Patron—"I haven't come to any ham in this sandwich yet."

Waiter—"Try another bite."

Patron (after huge mouthful) —"Nope; not yet."

Waiter — "Darn it! You must have gone right past it."

Ambiguous

"This fellow says he never knew what happiness meant until he married."

"What does that mean?"

And Adolescence

"How did Dr. Ruppig manage to cure Miss Elderly of her nervousness so soon?"

"He told her nervousness was a disease of old age."

Grew Old Rapidly

Fussy Lady (who had been a long time in selecting her purchase)—"But I don't think this is lamb. It looks to me like mutton."

Exasperated Butcher—"It was lamb when I first showed it to you, madam."

Liked To Be Amused

"What time does the next train come in?" asked Edward, aged six, of the old rural station agent.

"Why, you little rascal, I've told you five times before that it comes in at 4.44."

"I know it," replied Edward, "but I like to see your whiskers wobble when you say '4.44.' "

Dad Knows

Father—"Why were you kept in at school?"

Son—"I didn't know where the Azores were."

Father—"In future just remember where you put things."

Marjorie Triumphant

Marjorie, seven, had a habit of saying "Oh, the devil!" if anything annoyed her. Her mother told her if she heard her say it again she would be punished.

On Sunday grandma took Marjorie to church. On returning, mother asked: "What did the minister preach about?" Marjorie stammered and stood on one foot, then on the other. Finally mother said: "Come tell me."

Marjorie, with a resigned air, said: "Well, he spoke about that gentleman who keeps hell."

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Supt. William C. McGinnis, of Perth Amboy, N. J., came to our booth in Atlantic City.

"This morning," he said, "I was coming down in the elevator with two women, unknown to me. 'Well,' said one, 'I had no sleep last night. When I got back from the meetings I began to read a new book, and sat up to finish it before I went to bed. Then I had to read parts of it again, so I am half dead. But I don't care; it was worth it.'

"'What book was that, I'd like to know?'

"'It was a new book by the Cobbs called ANDRE.'"

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Active School On Island

One of Mexico's most ambitious, if least known, rural schools, is in Isla Mujered, an island off the inaccessible coast of Quintana Roo, in the Caribbean Sea. Isla Mujered, "Women's Island," was the first point touched by the Spanish conquistadores in the early 1500s, when they set out to explore the American mainland. In spite of its name of "Women's Island" there is nothing usually in sight but men, a few dogs, a lop-sided building or two of wood, and forty or fifty bobbed huts of palm thatch, over which coco trees lean confidentially, hanging their tousled heads. Even the children in the wooden schoolhouse are mostly large-eyed broad-headed Maya Indian boys. The town has about 350 inhabitants, of whom eighty are of school age.

Children Test Milk

Twenty thousand Scottish school children have been enlisted in an experiment to determine the effect of different kinds of milk on growing children. The experiment, which is the most extensive of its kind ever attempted, was inaugurated by Tom Johnson, Parliamentary Under-Secretary of the State of Scotland. Ten thousand children will receive three-quarters of a pint of milk every morning. Of these, 5,000 will have raw milk while the other 5,000 will have pasteurized milk. The other 10,000 youngsters will receive no milk allotment, but will be weighed and measured with the others.

Donates to Illiteracy Campaign

The Secretary of the Interior, Ray Lyman Wilbur, has announced that he has received $10,000 from John D. Rockefeller, Jr., to be used by the Advisory Committee on Illiteracy in its campaign now under way to eradicate illiteracy in the nation. Mr. Wilbur is chairman of the committee. In commenting upon the announcement of Mr. Wilbur, the executive assistant to the Secretary, William Atherton Du Puy, called attention to the fact that the Advisory Committee on Illiteracy is an extra-governmental agency operating upon contributions. Heretofore, he said, the operating expenses of the committee have been cared for by a gift of Julius Rosenwald in December amounting to $15,000. Those directing the crusade against illiteracy, Mr. Du Puy explained, receive no compensation. However, those employed in purely administrative and clerical work draw salaries for their services, he added.

Hebrew Books on Exhibition

One of the largest collections of Haggadoth, which relate the history of the exodus of the Jews from Egypt, will be shown by the Hebrew University in connection with the dedication of its new library building on Mount Scopus, Jerusalem, in April, according to word received by the American office of the university. Nearly 900 editions of Haggadoth, from the invention of the printing press to the present, will be on view during April, which marks the fifth anniversary of the opening of the university. The oldest copy of the collection is the Haggadoth of Mantova, printed in 1560 on wooden blocks with illustrations in the classical style of the Italian Renaissance. Another is the Haggadoth of Venice, printed in 1601, which contains illustrations showing the customs of the Jews in Italy. Among other rare manuscripts and autographs in the Schwadron collection in the library is the orginal article on "Theory of Relativity," donated by Professor Albert Einstein. Professor Sigmund Freud recently sent a manuscript on psychoanalysis in his own handwriting.

Some Difference!

He had spoken to her on the street and she was properly insulted.

"I don't know you from Adam!" she exclaimed, indignantly.

"You ought to," he retorted mildly. "I'm dressed different."

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION AS TEACHERS, APRIL, 1930

BOSTON PUBLIC SCHOOLS: Examinations of candidates for industrial certificates will be held in The Teachers College of the City of Boston, Huntington Avenue, near The Fenway, as follows:—

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